



Professional Skills Development:

A program to develop *intrinsic*
CanMEDS competencies for Pediatric
Hematology/Oncology fellows

C17 Educational Videoconference
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Dr. Marta Wilejto
Clinical Assistant, Solid Tumor Section
Hematology/Oncology, SickKids



SickKids®

Objectives

- To discuss the intrinsic CanMEDS roles and how they relate to Hematology/Oncology training
 - To describe the Professional Skills Curriculum that was implemented in the Pediatric Hematology/Oncology fellowship program at SickKids
 - To discuss the results of the curriculum evaluation and implications for fellowship training
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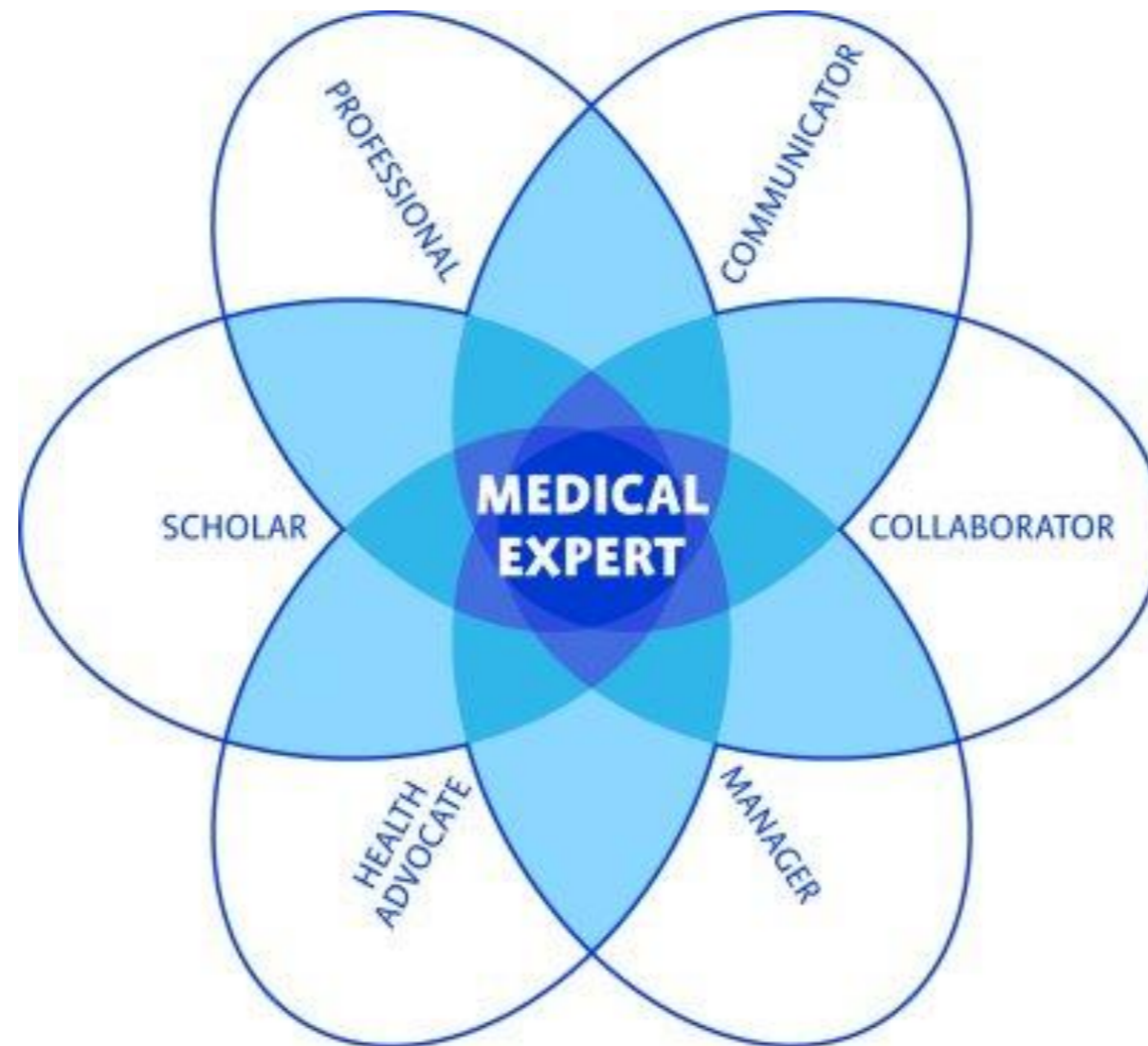
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Origins of CanMEDS: EFPO

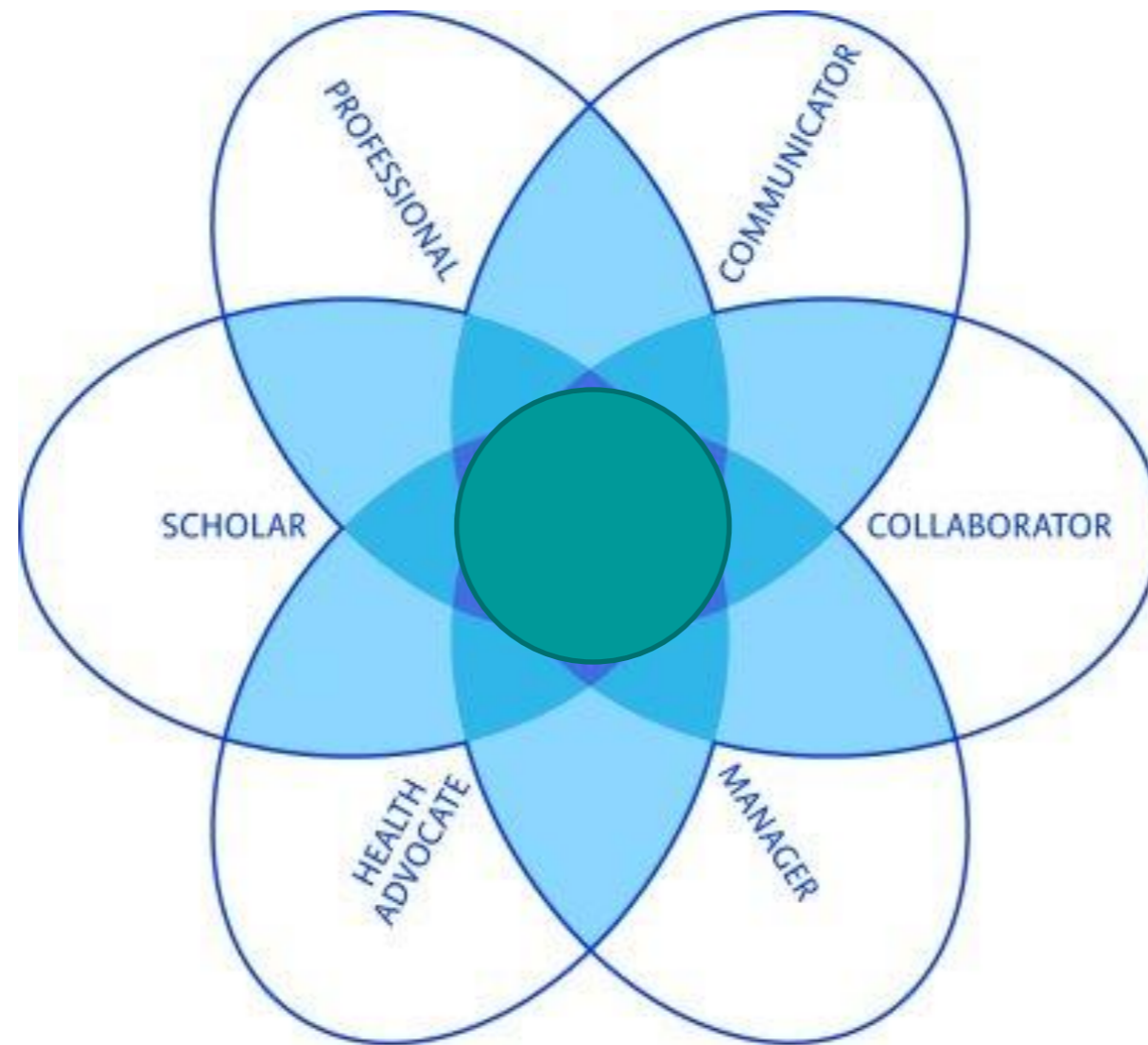
- Educating future physicians for Ontario
 - **8 expectations of physicians** identified
 - Medical expert
 - Collaborator
 - Communicator
 - Health Advocate
 - Learner
 - Manager
 - Scholar
 - “Physician as person”
- CanMEDS framework 1996 → revised 2005

CanMEDS



THE
CANMEDS
ROLES FRAMEWORK

Intrinsic CanMEDS Roles



THE
CANMEDS
ROLES FRAMEWORK

Beyond medical expertise

- Intrinsic roles relate intimately to best practice and patient care
- Development of proficiency in areas such as **communication** and **collaboration** are felt to contribute to the overall well-being and professional satisfaction of trainees





Why care about job stress + satisfaction?

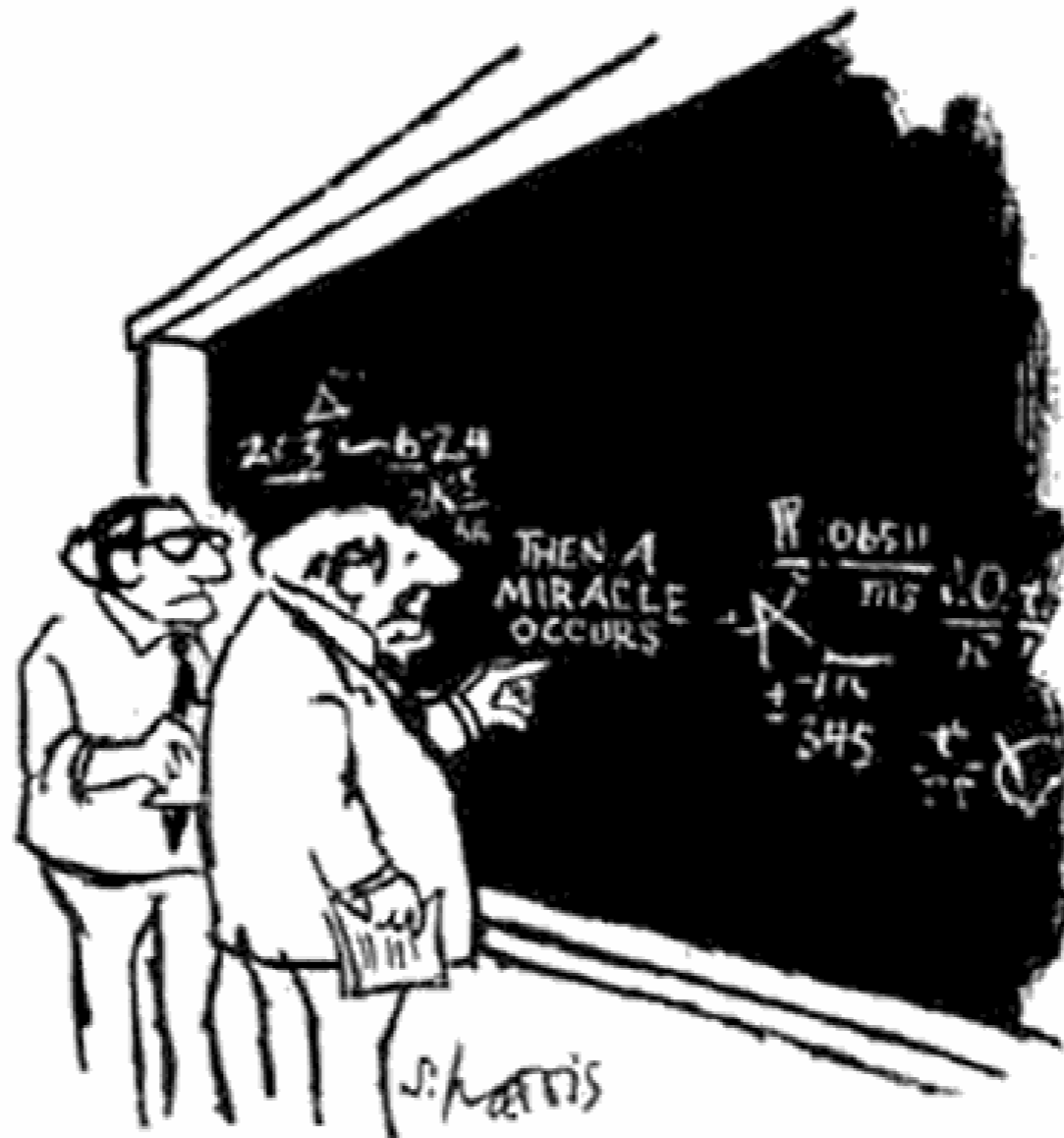
Grunfeld et al., *CMAJ* 2000

	MDs	Allied Health
Emotionally Exhausted	53%	37%
Depersonalization	22%	4%
Low personal accomplishment	48%	54%
Overall job stress	42%	37%
Psychological morbidity	25%	10%

Roth et al., *PBC* 2011

		
Emotionally Exhausted	57%	57%
Depersonalization	20%	21%
Low personal accomplishment	43%	45%
High burnout	30%	38%
Moderate or > burnout	72%	69%

CanMEDS

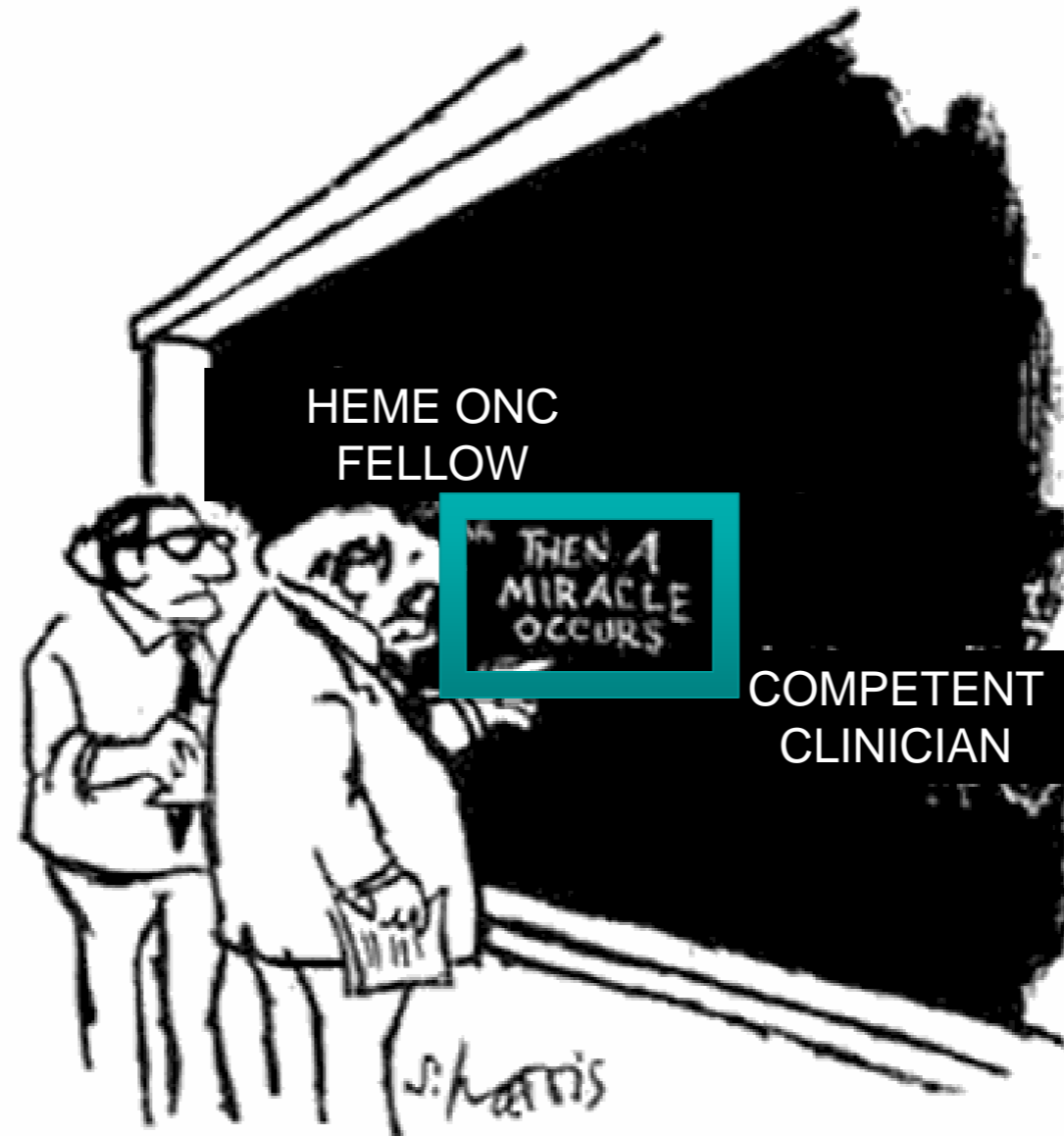


"I THINK YOU SHOULD BE MORE EXPLICIT
HERE IN STEP TWO."

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CanMEDS in Heme/Onc



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Hematology/Oncology training program at SickKids: Challenges + Opportunities

Varying experience

Variable familiarity with CanMEDS

Large program



Limited teaching time on busy clinical rotations

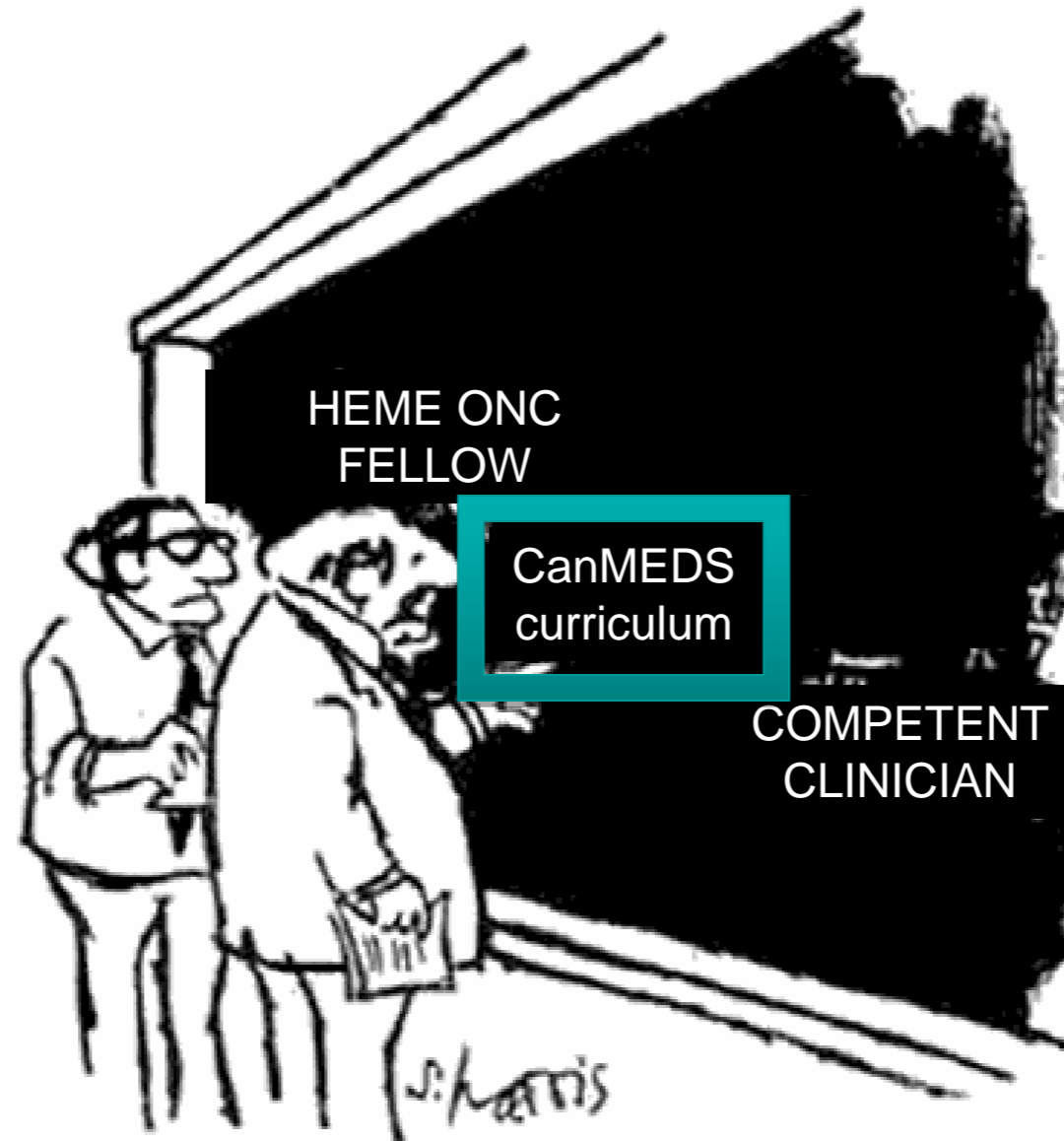
Format of ITERs
encourages view of roles in isolation

Variable past training

Study aims

- ❑ Understand the diverse needs of trainees within the Pediatric Hematology-Oncology (PHO) program with respect to teaching intrinsic CanMEDS competencies
 - ❑ Develop and evaluate a curriculum to meet these needs
 - ❑ Assess curriculum impact on job stress + satisfaction
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Study aims



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Methods

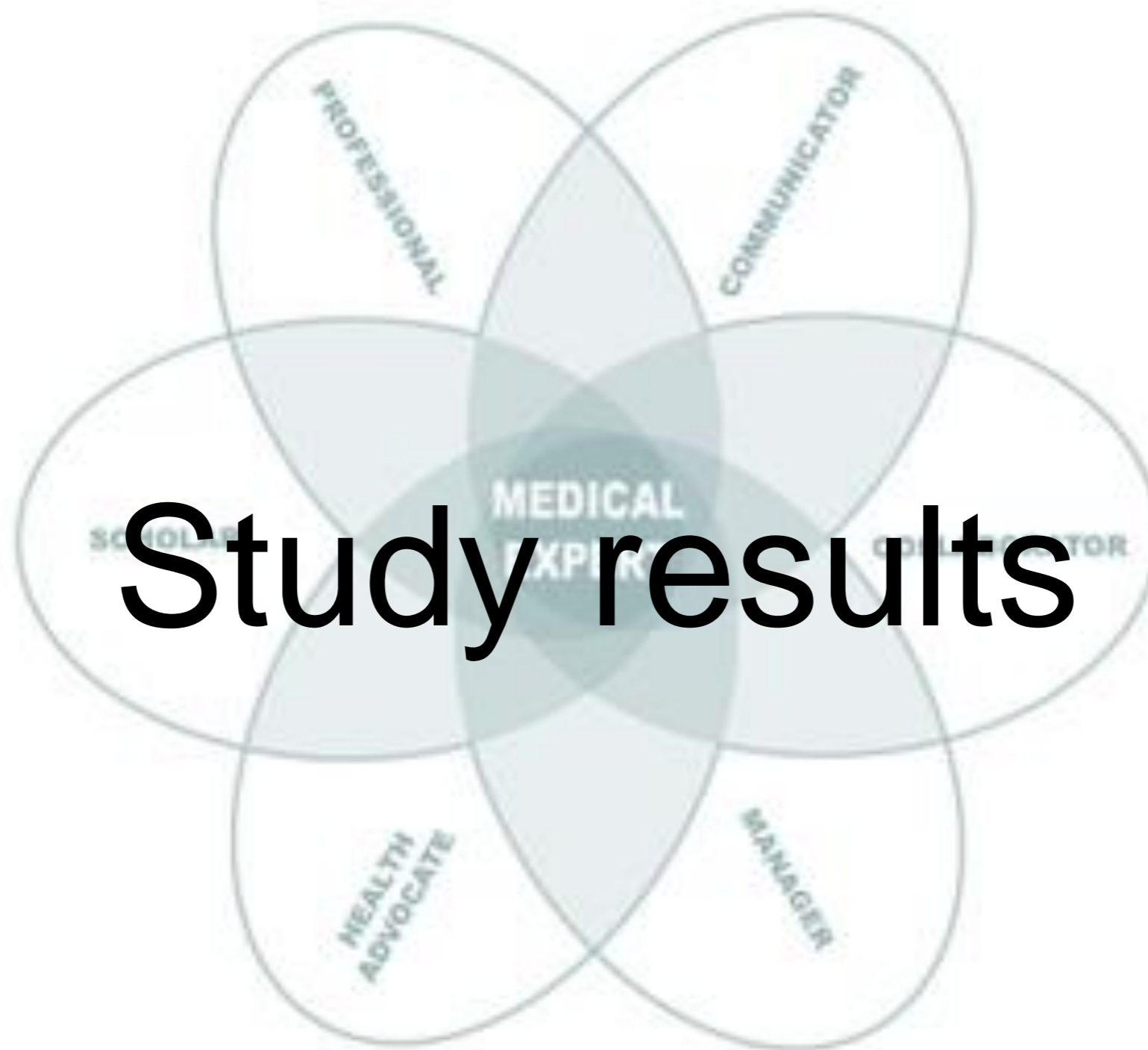
- Prospective pre-post survey based study
 - **Goal: 15-20 fellows**
 - **Needs assessment questionnaire**
 - Baseline degree of job satisfaction + stress
 - Interest in pre-selected curriculum topics focusing on intrinsic CanMEDS roles
 - Baseline self-reported knowledge, skills, attitudes with respect to topics
 - Interest in other aspects of a professional development program
-

Learner Driven Curriculum

Topic	COMM.	COLLAB .	MNGR.	HADV.	SCHOL.	PROF.
1. Breaking bad news (death, palliation, new diagnosis)	✓	✓		✓	✓	
2. Disclosing medical error	✓	✓	✓	✓		✓
3. Inter-professional collaboration	✓	✓	✓	✓		✓
4. Difficult encounters with families/pts	✓			✓		
5. Caring for self						✓
6. Building a professional/academic portfolio					✓	✓
7. Maximizing career satisfaction					✓	✓
8. Financial planning						✓
9. Canadian vs. International training		✓	✓	✓		
10. Managing personal relationships						✓
11. Mentorship		✓			✓	✓
12. Providing and receiving feedback	✓					✓

Evaluation

- Individual session evaluation
 - **Curriculum evaluation questionnaire**
 - Self reported knowledge, skills, attitudes
 - Job satisfaction
 - Usefulness of sessions
 - Barriers to attendance
 - Focus groups
 - Dedicated OSCE station
-



Needs assessment: Jul 2011

	N (%)	Other
JR: 1 st or 2 nd yr	14 (58.3)	
SR: 3 rd yr or >	10 (41.7)	
Female	13 (56.5)	
Attended medical school in Canada	9 (39.1)	
Attended residency in Canada	9 (40.9)	
Years after medical school		Range 4-15 yrs
Experience with prof dev't sessions	13 (59.1)	

Needs assessment

- **87%** of respondents felt that the proposed sessions were important
- **50%** felt comfortable with their skills relevant to session topics
- Reflection on **helpful** aspects of past PD sessions
 - “Expert opinion”
 - “Interactive, role playing”
 - “Group setting, relevance to practice”
 - “Hearing other people’s experience”
- **Negative** aspects
 - “Not structured”
 - “Not always practical”
 - “Lack of detail relevant to my career path”

Curriculum implementation

- 5 workshops delivered as part of academic half day

CORE

- **October 2011:** Difficult clinical encounters
- **November 2011:** Breaking bad news
- **December 2011:** Medical error
- **January 2012:** Conflict resolution

OPTIONAL

- **February 2012:** Financial planning
-

Evaluation survey

	N (%)	Other
JR: 1 st or 2 nd yr	5 (45.5)	
SR: 3 rd yr or >	6 (54.5)	
Female	5 (54.5)	
Attended medical school in Canada	5 (50)	
Attended residency in Canada	5 (50)	
Years after medical school		Range 5-15 yrs
Attended PD sessions	10 (90.9)	

Knowledge, skills, attitudes

Curriculum topics	Knowledge	Skill	Attitude (importance)
Breaking bad news	85% 85%	52% 71%	90% 86%
Communicating DNR/End of life care		43% 57%	
Disclosing medical error	62% 71%	50% 85%	81% 100%
Inter-professional collaboration/conflict resolution	43% 71%	60% 43%	90% 86%
Working with complex families/patients	52% 86%	48% 71%	95% 85%

Baseline

Follow up

Job stress + satisfaction

Measure of job stress + satisfaction	Baseline	Follow up
Patient Care <i>Amount of responsibility, opportunities to use skills, relationships, quality of care</i>	80%	67%
Burden <i>Workload, time for family/friends/leisure</i>	38%	50%
Security <i>Level of job security</i>	35%	28%
Recognition <i>Recognition for your work</i>	60%	71%
Rewards <i>Relationships at work, intellectual stimulation</i>	65%	86%
Stress² <i>Degree to which work is very stressful</i>	66%	86%

Focus groups

Strengths

- Framework for breaking bad news
- Opportunity to share with peers
- Role playing
- Appreciated framing scenarios in a broader context (institutional, ethical)
- Working through complex scenarios not commonly encountered in practice

Challenges

- Build on concepts learnt in residency/medical school
- Need for a feedback tool
- More time to plan approach to SP scenarios
- Discomfort with role playing for some
- Need for more career planning
- Making it relevant to IMGs
- Value of learning from experienced colleagues

Highlights from study

- *Intrinsic* CanMEDS competencies are an important part of professional development
 - Evaluation survey showed increased knowledge, skills and attitude with respect to curriculum topics
 - No significant change in job satisfaction, well-being
 - Job security is a concern
 - Workload remains high
-

Limitations

- Qualitative results
 - Small evaluation survey response rate
 - Unable to attribute improved K/S/A directly to curriculum
 - Job satisfaction and well-being is complex, multi-factorial
 - Challenges in making CanMEDS relevant to all trainees
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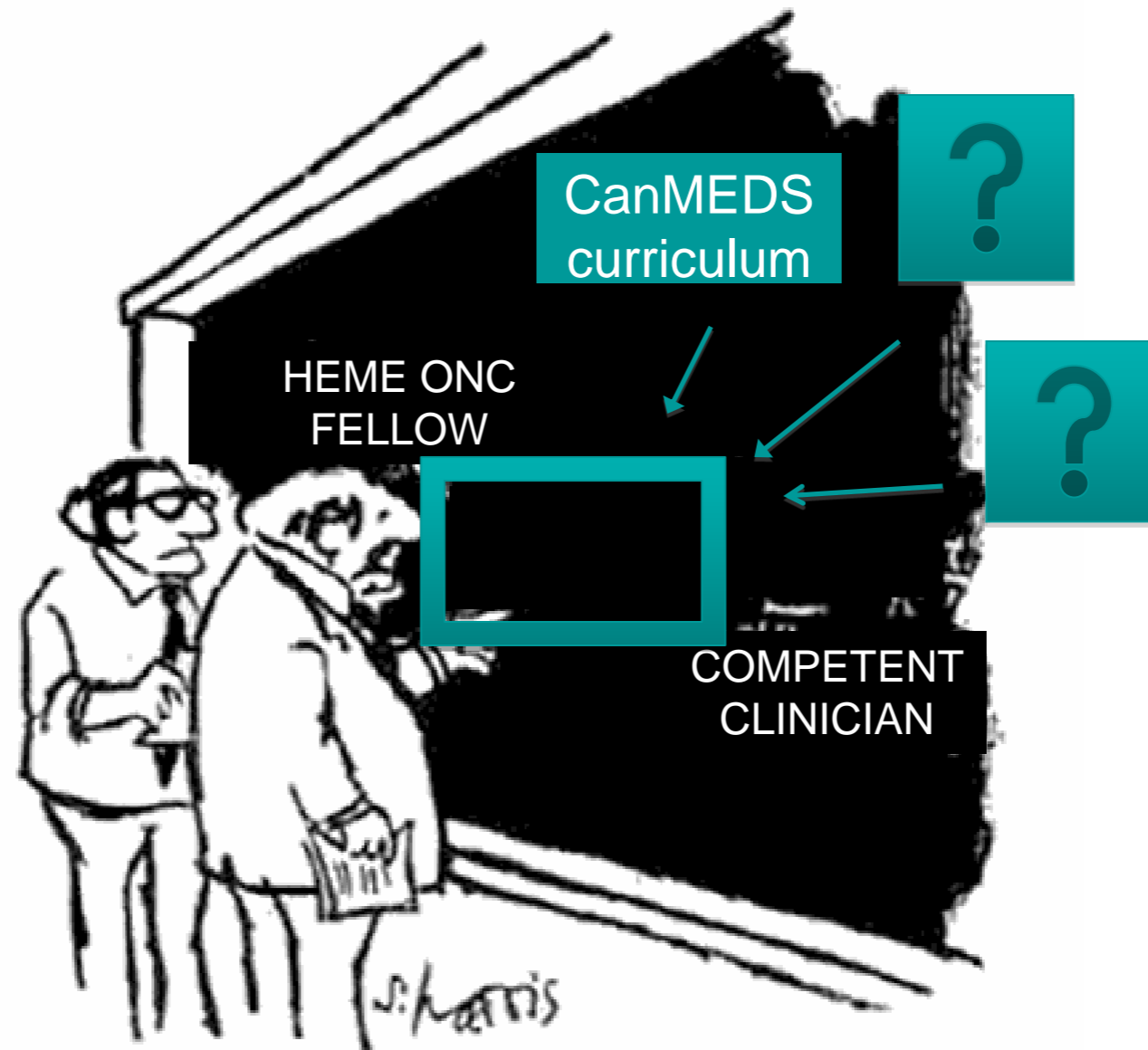
Summary

- ❑ CanMEDS curricula for sub-specialty fellows are most valuable if they are relevant to practice and provide fellows with the ability to practice learned skills
- ❑ Developing a learner-centered CanMEDS curriculum in a sub-specialty fellowship program is feasible and well received
- ❑ Ideally, this curriculum should be specialty specific and sessions should integrate multiple CanMEDS roles

Where do we go from here?

- Communication skills, interactive sessions with SPs found to be most valuable
 - Continue to include in curriculum
 - Importance of faculty mentorship
 - Guidance on career development
 - Ensure curriculum is relevant to clinical practice
 - Adapt to other peds heme/onc programs in Canada?
 - Ongoing assessment of job stress + satisfaction
 - What are the best indicators?
-

Other pieces of the puzzle



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Acknowledgements

- Angela Punnett
- Claire De Souza
- Participating fellows
- Sick Kids CRA team
 - Ashley Mehta
 - Nicole Sarvaria

The logo for SickKids, featuring the word 'SickKids' in a bold, blue, sans-serif font. A registered trademark symbol (®) is located at the top right of the word 'Kids'.

Questions?

